

Seven Root Safety Strategies

Lesson 1



Required Materials

- Kids in the Know *Safety Meeting* PowerPoint® slide
- *Seven Root Safety Strategies* prior knowledge activity sheet
- *Seven Root Safety Strategies* sheet
- *Seven Root Safety Strategies* exit slip
- Blank sheets of paper
- Chart paper *

Suggested Time: 45 minutes

Note: Materials with an asterisk () are not supplied.*



Outcome

Students will learn how to incorporate the *Seven Root Safety Strategies* into their everyday lives and reduce their risk of being victimized.



Background

Children need to learn protective factors to incorporate into their daily lives to increase their personal safety. The *Seven Root Safety Strategies* need to become an integral part of children's lives for them to be effective. They transcend environments so that children can employ them wherever they are such as while on the internet, in a public place, on the street, at home alone, etc.



Safety Meeting

Start your lesson by putting up the *Kids in the Know Safety Meeting* PowerPoint slide.



Presentation

Activate Prior Knowledge

Ask the students:

What are some daily habits or routines that you have? For instance, before I go to bed, I drink water every night.

What are some things that you do every day?

What are some things that you do every day to increase your personal safety? For example, I make it a habit to always put on my bike helmet to increase my safety before I ride my bike.

How We Feel and How We Act

Lesson 2



Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- *Emotions* poster
- *How We Feel and How We Act* activity sheet
- *How We Feel and How We Act* cards
- *Emotion* cards
- *Identify the Emotion* scenarios
- Chart paper *
- Coloured markers *
- Scissors *
- Blank sheets of paper *
- Tape *
- Storybook *Big Feelings Come and Go* (optional)*

Suggested Time: 65 minutes

Note: Materials with an asterisk (*) are not supplied.



Outcome

Students will increase their awareness of emotions such as happiness, sadness, anger, surprise, fear, disgust, and embarrassment.

Students will increase their awareness that feelings are separate from behaviours.



Background

Incorporating lessons on feelings is an important component of the **Kids in the Know** program to promote self-awareness. Feelings are our emotional responses to what is going on in our environment. They prepare us to act accordingly.

Strong emotions serve to make us aware that change is necessary. If a child is feeling uncomfortable, unsure, or scared in a situation, being aware of how they feel will help them reach out for support from a safe grown-up. Additionally, teaching about feelings helps demonstrate how talking about feelings can help solve problems.

Expanding the Circle of Protection Around Children

Lesson 3



Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- Teatree's *KEEP and SPEAK Secrets* storybook or Makoons' *KEEP and SPEAK Secrets* storybook (optional)
- *Safe Grown-up Behaviour, Unsafe Grown-up Behaviour* sign
- *KEEP or SPEAK Secret?* activity sheet
- *Jack's Weird Wrestling Story* PowerPoint slides (optional)

- Blank sheets of paper*

Suggested Time: 40 minutes

Note: Materials with an asterisk () are not supplied.*



Outcome

Students will be able to identify safe grown-ups in their environment.

Students will know the difference between healthy/safe and unhealthy/unsafe boundaries.

Students will be able to identify safe grown-up behaviour.

Students will distinguish between safe and unsafe secrets.

Students will know how to get help from a grown-up.



Background

A key component of child personal safety competence is the ability for children to identify safe grown-ups they can access for help. As adults, we assume children know who to go to when they need help. In reality, children need to be taught who, what, and how to tell grown-ups about sensitive/dangerous situations, and they need to practice doing it. Identifying a safe grown-up can sometimes be confusing for children. Skill building needs to focus on distinguishing safe vs. unsafe grown-up behaviour/boundaries, how to get out of uncomfortable/unsafe situations, and how to tell a safe grown-up something that is difficult to share.

Friendship

Lesson 4



Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- *Friendship Characteristics* cards
- *Friendship Is About* and *Friendship Is Not About* sheets
- *Friendship Four Square* activity sheet
- *Friendship Sensory Triangle* activity sheets (2)

- 3, 2, 1 + 1 activity sheet
- Scissors *
- Two sheets of blank paper *
- Two pieces of chart paper *

Suggested Time: 50 minutes

Note: Materials with an asterisk () are not supplied.*



Outcome

Students will recognize characteristics of healthy friendships.

Students will distinguish between healthy and unhealthy characteristics of friendship.



Background

In an effort to reduce the risk of children being sexually victimized, it is important they can distinguish between healthy and unhealthy characteristics of friendship. Those looking to sexually exploit children from this age group typically groom them in a relationship under the guise of friendship. In order to empower children, they need to be explicitly taught the difference between what friendship is and what it is not.

First, they need to be directly taught about healthy friendship: what it looks like, sounds like, and feels like. Once consolidated, children need to be directly taught what friendship is not about (e.g., control): what it looks like, sounds like, and feels like.

Common Lures

Lesson 5



Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- *Gallery Walk* cards
- *Gallery Walk* activity sheet
- *Common Lures* safety sheet
- *Luring Scenarios* activity sheet
- *Luring Scenarios* answer key
- *Luring Maze* activity sheet
- *Safety True or False* activity sheet
- *Safety True or False* answer key
- *Use the Clues* activity sheet
- *Use the Clues* answer key
- *MIPs* exit slip
- *Safety Rocks* activity books
- Scissors *
- Tape *
- String *
- Markers *
- Letter tiles *

Suggested Time: 50 minutes

Note: Materials with an asterisk () are not supplied.*



Outcome

Students will understand what it means to be lured.

Students will be able to identify common lures used by offenders.



Background

Children are raised to respect, trust, and obey adults. Offenders use children's reverence of adults to manipulate them. Empowering students with personal safety knowledge and helping them increase the likelihood they will be able to identify and avoid potentially dangerous situations.



Safety Meeting

Start your lesson by putting up the **Kids in the Know *Safety Meeting* PowerPoint slide.**

Home Alone

Lesson 6



Required Materials

- Kids in the Know *Safety Meeting* PowerPoint slide
- *Home Alone Gallery Walk* cards
- *Home Alone Gallery Walk* response sheet
- *Home Alone Safety Tips* sheet
- *Home Alone* scenarios
- *Home Alone* exit slip
- *Home Alone Emergency ID Card* home activity

- Scissors *
- Tape *

Suggested Time: 65 minutes

Note: Materials with an asterisk (*) are not supplied.



Outcome

Students will understand how to stay safe while home alone.

Students will learn to make decisions that reduce their risk of victimization.



Background

As children get older, they may be at home unsupervised for a short or an extended period of time. Children need to develop safety awareness skills they can use while home alone.



Safety Meeting

Start your lesson by putting up the **Kids in the Know *Safety Meeting* PowerPoint slide.**

Online Safety

Lesson 7



Outcome

Students will be able to identify the benefits and the risks of the internet.

Students will understand the importance of personal boundaries related to online communication, pictures, videos, and live streaming.

Students will demonstrate skills for responding safely to situations that present risk online.

risks and learn how to recognize inappropriate behaviour and handle difficult situations safely. This lesson plan aims to help bridge essential conversations about online personal safety specific to chat components of games.

The internet presents the following three categories of risk for children: content, conduct, and contact (3Cs).

Content: Exposure to sexually explicit material

Children are not capable of handling exposure to sexually explicit material. Ensure they understand they can talk to you about anything they see on the internet that makes them feel scared or uncomfortable without fear of losing internet privileges.

Conduct: Public nature of the internet

The internet is a public forum and once information has been sent, the sender loses control of how it may be used or misused.

Contact: Building relationships online

Children are using the internet to interact with others. Children need a standard of measure for what is safe and what is unsafe behaviour online and offline.

SAMPLE



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Background

The internet is an effective tool for children to use to broaden their knowledge. Most experiences children will have on the internet will be positive. However, it is necessary for children to be aware of the risks associated with using the internet and what to do if they encounter unsafe situations online.

Children in Grade 4 enjoy playing online games, however, they do not yet have the experience or knowledge to effectively manage some situations they may come across. It is important for children at this age to be aware of those